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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on writing strategies for gifted children is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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Learning Package #45

Writing Strategies for Gifted Children

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Writing Strategies for Gifted Students

by Nancy Hyslop

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Although many gifted students can and do write, it cannot be assumed that their advanced cognitive and verbal abilities automatically signal the ability to write effectively in a variety of forms (Ganopole). Even for gifted students the writing process is a complex one. This lecture will consider the materials in this packet as they present both theory and strategies upon which a good writing program might be built. It must be realized that the theory and strategies presented here are equally effective for the teacher with heterogeneous classes of gifted, average, and below average students as well as the teacher with homogeneous classes of gifted students. The teacher of the heterogeneous classes may consider implementing the suggestions presented here and using the grading scale to differentiate among the levels of students. The teachers with homogeneously-grouped gifted classes may implement the suggestions holding high grade expectations for all students.

Theoretical Foundations of a Good Writing Program

One theme that occurs frequently in recent research literature concerns the belief that language, at either the initial or

advanced levels, must be acquired by students' interaction with it. Students must see writing instruction as an integral advancement of their own experience with language, and they must be helped to expand what they already know into areas of language that they have not yet experienced or do not yet understand. It is especially important for gifted students to see the overall picture of the relationship among various aspects of language since the gifted are quick to synthesize new information with what they have learned before. It is, however, a mistake to think the gifted need little instruction at the "knowledge" level (Myers, 1985).

Shaughnessy and Gerkey point out that we tend to rely too heavily on the hope that gifted children will simply "pick up" writing abilities, and that this seldom happens. They insist that even highly gifted students need guidance in developing and improving their writing. The following strategies translate current theory into methods as a guide to help teachers develop effective writing curricula.

Strategies for an Effective Writing Program

The materials in this packet suggest emphasizing expressive writing such as is encouraged by keeping regular writing journals, dialogue journals, and learning logs. They also suggest incorporating the whole-language approach to teaching writing, including strategies for writing across the curriculum.

In "Reading and Writing for the Gifted: A Whole Language Perspective," Selina J. Ganopole suggests teachers need to implement activities which will promote more expressive writing -- writing done for oneself in which one thinks on paper (Britton et al. 1975). It is this kind of writing which encourages exploration, speculation, and personal inquiry. Students should be encouraged to construct the "message" without concern for the constraints of correctness. Once the message has been constructed, students can turn their attention to the "refining" process. If the writing process is to be perceived as relevant to the writer, then students must be given a variety of choices concerning writing assignments. They will also benefit from being given sufficient time to write and opportunities to share what they have written. In addition to advocating the use of dialogue journals, Ganopole provides several specific suggestions for writing across the curriculum exercises which will allow students to develop, examine, reinforce, and extend their understanding.

Michael Shaughnessy and Stephen Gerkey confront the fact that developing a fully-effective written composition is a complex and often difficult process. In "The Gifted and Writing" they outline specific steps that involve the use of journals. These steps take the student writer from (1) the preliminary stage of trying to explore ideas and find a focus through expressive writing to (2) producing an organized, focused, corrected, and documented piece of

transactional writing. This outline should prove to be an effective instrument to use with all students when incorporating writing into content area classwork.

Jack Farley and Susan Farley explain dialogue journals as communication with an acceptance of whatever written linguistic structures are produced. Dialogue journals represent "interactive writing," a process in which two writers exchange written messages for the purpose of communication. There should be no "grading" or negative response to imperfect written structures in dialogue journals; they would interrupt the flow of self-directed communication. Ganopole suggests that by using dialogue journals, students can be encouraged to respond to aspects of a text which concern them or in some way touch them. They can be encouraged to reflect on what they have read; they are free to ask questions about what they don't understand. They feel that "...in essence, students are encouraged to think in written language." Table 1 in the Farley document (which you will find in this learning package) compares the behaviors of gifted students with characteristics of interactive writing. This table should serve as a useful guide to the teacher interested in incorporating dialogue journals into the writing curriculum.

In her article "When the Process of Writing Becomes a Tool for Learning," Wendy Weiner outlines the steps to take in helping students write a learning log. This exercise is primarily designed

for the English class. However, it would work equally well in content area classes, since the learning log is designed to help students clarify problems they are having with particular courses or texts. And although this article focuses on the gifted student, it should be obvious to the teacher of homogeneously-grouped classes that learning logs also can be useful in helping average or below-average students discover how to use writing as a tool for learning. The guidelines Weiner suggests for grading learning logs would work with regular journals or dialogue journals as well.

Conclusion

"Our system of education today is in danger of compartmentalizing education so much that students lose sight of the inherent connections among all learning. Without understanding those connections, they will become myopic and single-mindedly unable to cope with the rapidly changing world that awaits them" (Myers and Highes, 1985). In order to improve thinking skills, teachers must provide daily opportunities for students to write. By emphasizing expressive writing and incorporating the whole-language approach into teaching writing, writing becomes a vehicle for learning; writing becomes a way for students to express what they know and to speculate about what they do not understand. It is hoped that the theory and strategies represented by the collection of materials in this packet will help

the classroom teacher enlarge and improve the framework of practical education.

ERIC Clearinghouse on Reading and Communication Skills

ERIC Digest

Teaching English to the Gifted Student

A recent upsurge of interest in gifted students has prompted parents, teachers, administrators, and students themselves to inquire about relevant programs in English. This digest examines both earlier literature on the subject and two current programs to discern criteria used for identifying gifted students for English and language arts programs, principles for developing effective English and language arts programs, particular resources and programs in English and language arts for gifted students, and possible methods of evaluating gifted students and programs.

How Should Gifted Students Be Identified?

Definitions of gifted/talented students are numerous. Many are similar to that in the 1978 House of Representatives resolution on education, which defines gifted students as "children, and, where applicable, youth[s], who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic or leadership ability, or in the performing and visual arts. . ." (ERIC Clearinghouse on Handicapped and Gifted Children 1978).

The use of only grade point averages and IQ scores to classify students as gifted/talented has led to growing concern about procedures for identifying gifted students. Howard Gardner, noted Harvard neuropsychologist, has suggested that although the IQ test measures the *linguistic* and *logical/mathematical* intelligences, it does not account for at least five more: (1) the kinesthetic, (2) the musical, (3) the spatial, (4) the interpersonal, and (5) the intrapersonal (Scherer 1985). Clearly, methods other than IQ tests and grade point averages must be used for identifying gifted/talented students for English and language arts programs. Warnock and Holt (1985) further note that gifted/talented students include not only students who do well in school but others who may not do well and who may not display easily observable talent.

William W. West expresses a similar point of view. In *Teaching the Gifted and Talented in the English Classroom* (1980), West not only identifies obvious characteristics of the verbally gifted, such as reading avidly, writing frequently and fluently, and participating in oral communication activities, but also stresses the importance of observing students who exhibit signs of disruptive behavior, pointing out that these students may simply be bored or unchallenged.

Criteria for determining gifted/talented students for exemplary programs vary, as may be seen in two programs cited in 1985 by the National Council of Teachers of English as Centers of Excellence. Students identified as gifted/talented for the Eleventh Grade Honors English program at Temple High School (Temple, Texas) are selected chiefly by means of grade point average, writing skills, and teacher recommendations, although IQ scores are also considered (Post 1986). At Princeton High School (Princeton, Illinois), admission to the five-course Independent Study Curriculum is based on a number of criteria. These include not only grade point average and an intelligence test, but also a critical thinking evaluation (Watson-Glasser Critical Thinking Appraisal), achievement test scores (SRA and Gates-MacGinitie), and two teacher evaluations (Scher 1986). Clearly, some successful programs for the gifted in English and language arts do not restrict admission criteria to IQ scores and grade point averages.

What Are Some Key Principles in Developing an Effective English and Language Arts Program for the Gifted/Talented?

Tuttle (1979), writing about English programs for gifted students, identifies four principles for developing an effective program.

1. Design a curriculum that builds upon the characteristics of the intellectually gifted. While all students need to develop "basic skills," gifted students can often acquire these as they develop their other, more advanced abilities.

2. Provide for continuity. Teachers and administrators at all grade levels should arrive at a consensus regarding the different components of the program and the procedures for carrying it through the grades.

3. Select teachers on the basis of their ability to work with the intellectually gifted and the talented. These teachers should be vitally interested in the gifted, highly intelligent, and emotionally secure, and possess advanced knowledge of their subject matter.

4. Evaluate success within the program on the quality of the work produced rather than by tests of mastery of lower-level skills. This will often necessitate the design of new evaluation instruments and procedures, since most of the tests we currently use measure acquisition of knowledge rather than ability to apply knowledge in creative ways.

These principles may be applied to the development of English and language arts programs for gifted students. As Scher points out, "A gifted program not only gives students a sound foundation in verbal, reading, and critical thinking skills but allows them to use these skills in an interdisciplinary fashion."

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What Specific Resources Exist for Teaching English and Language Arts to the Gifted/Talented Student?

A number of publications may assist the English and language arts teacher in identifying gifted/talented students and developing an appropriate program for them. For example, the text by West mentioned above not only explores the identification of gifted students, but also suggests classroom activities that will allow teachers to gain insight into students' verbal fluency, originality, flexibility, and ability to elaborate, synthesize, and reach closure. A design for a lesson sequence and an example of a teaching sequence are included, as well as suggestions for selecting unit themes.

Jane D. Reed's *Teaching Gifted Students Literature and Language in Grades Nine through Twelve* (1978) discusses topics related to English programs for gifted high school students: philosophical principles, the study of literature, specific examples of subject matter content in literature, the relationships among various phases of language, descriptions of kinds of gifted English students, procedures for conducting literature and language programs for the gifted, and the evaluation of English programs for the gifted student.

How Should Gifted Students and English and Language Arts Programs for the Gifted Be Evaluated?

Gifted students, like any other students, must be evaluated. Although it is possible to use traditional methods of evaluation, more innovative methods are also appropriate. Not all practitioners agree, however, on the best methods of evaluation. Scher says that students in the Princeton (Illinois) High School program are not given objective tests, since they have already demonstrated their ability to do well on such tests. Instead, evaluations are based on the writing process, with precision and accuracy as primary evaluation criteria. Students enrolled in a research and analysis course must apply their knowledge of logic, reasoning, and research methods to an investigation of their choice and produce a project in a form compatible with the topic. Students must also make public oral presentations of their findings and answer questions from the audience.

Reed (1978) notes a method of evaluation in which the teacher evaluates not only individual students but also the program itself by carefully observing the class during the course or during a unit to determine whether or not students are progressing satisfactorily. One technique involves having each student maintain a manila folder containing descriptions of projects in progress or completed, lists of things read, and written papers that have been graded. These folders will allow the teacher to do a simple check of the accomplishments of each student.

Program evaluation is often conducted through external tests, from standardized achievement tests, to SAT verbal test scores, to advanced placement tests. Reed cautions, however, that such tests are imperfect tools in the evaluation process and so should not be heavily considered.

Evaluation can also be conducted by having students evaluate a course while they are participating in it. Although student surveys may exhibit some bias, they are worthwhile because gifted students tend to be able to cite strengths and weaknesses of programs in which they participate. Finally, program evaluation may be conducted after students leave school by sending evaluation forms to past students or by interviewing them.

Deborah Fox, ERIC/RCS

References

ERIC Clearinghouse on Handicapped and Gifted Children. *ERIC/EC Newsletter*, ed. Jean Nazzarro, 2 (Spring 1978).

*Post, Linda Williams. Telephone interview, March 4, 1986.

Reed, Jane D. *Teaching Gifted Students Literature and Language in Grades Nine through Twelve*, updated edition. Sacramento: California State Department of Education, 1978. ED 157 075.

*Scher, Bruce E. Telephone interview, March 4, 1986.

Scherer, Marge. "How Many Ways Is a Child Intelligent?" *Instructor* 94 (Jan. 1985): 32-35.

Tuttle, Frederick B., Jr. "Providing for the Intellectually Gifted." *SLATE Starter Sheet* (Oct. 1979).

Warnock, John, and Sue Holt. "Gifted and Talented Education." *SLATE Starter Sheet* (May 1985).

West, William W. *Teaching the Gifted and Talented in the English Classroom*. Teaching the Gifted and Talented in the Content Area Series, Fred B. Tuttle, Jr., editor. Washington, D.C.: National Education Association, 1980. ED 197 521.

*A complete list of schools cited as Centers of Excellence by the National Council of Teachers of English may be obtained by writing to the Council at 1111 Kenyon Road, Urbana, Illinois 61801.

Information about programs for the gifted/talented may also be obtained by contacting the teachers who developed them.

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1111 Kenyon Road, Urbana, Illinois 61801
1986

OERI Office of Educational Research and Improvement U.S. Department of Education

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ386697
AU: Baldwin,-Cynthia
TI: Sex Differences in Moral Dilemmas Written by Gifted Adolescents.
PY: 1988
JN: Counseling-and-Values; v33 n1 p65-68 Oct 1988
AV: UMI
DE: High-Schools; Writing-Composition
DE: *Adolescents-; *Creative-Writing; *Gifted-; *Moral-Development; *Sex-Differences
AB: Examined characteristics of gifted male and female adolescents (n+55) from a nonurban setting to discover which issues they considered moral dilemmas, how they chose to resolve those issues, and whether sex differences would be significant. Results support contention that males and females reason differently about moral dilemmas. (BH)

AN: ED244432
AU: Boesen,-Steve
TI: Creative Writing for the Verbally Gifted: Senior High.
CS: Area Education Agency 7, Cedar Falls, IA.
PY: 1980
NT: 101 p.; For related documents, see EC 162 443-448.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Course-Content; Creative-Activities; Expository-Writing; High-Schools; Learning-Activities; Playwriting-; Poetry-; Prose-; Talent-; Writing-Composition
DE: *Creative-Writing; *Gifted-
AB: The guide presents information on a creative writing course for verbally gifted senior high school students. Part I of the course consists of general exploration activities on literary forms: the journal, the poem, the short story, and a student selection from among such types as one-act plays, essays or by-lined articles, editorials, and TV (or radio) scripts. Study units for Part I are charted in terms of content outline, objectives, strategies and activities, and resources. Part II of the course involves student specialization on a long-term project. The course incorporates J. Renzulli's Enrichment Triad Model. Grading considerations are reviewed, and the importance of quality in writing is stressed. Extensive appendixes include a creative writing attitude survey, interest inventories, and guidelines for writing poetry and analyzing short stories. This document is part of a collection of materials from the Iowa Education Agency 7 Teacher Center project. (CL)

AN: EJ375884
AU: Boyd,-Rae
TI: Environmental Influence on the Writing of Gifted High School Girls.
PY: 1988
JN: Adolescence; v23 n89 p19-28 Spr 1988
AV: UMI

DE: Foreign-Countries; Futures-of-Society; High-Schools; History-; Social-Change; Trend-Analysis
DE: *Environmental-Influences; *Females-; *Gifted-; *High-School-Students; *Student-Attitudes; *Writing-Composition
AB: Compared essays of gifted adolescent girls in the files of the Guidance Institute for the Talented (GIFTS), on "Dominant forces that have directed my life" and "The future as I see it and my place in the future," for girls born in 1944 and 1957. Found essays reflected changes in attitudes occurring in the United States during that period. (Author/KS)

AN: EJ373308
AU: Bridges,-Jean-B.
TI: Honors Composition: A Possible Alternative in the Two-Year College.
PY: 1988
JN: Teaching-English-in-the-Two-Year-College; v15 n1 p38-44 Feb 1988
AV: UMI
DE: Biographies-; Course-Evaluation; Honors-Curriculum; Journal-Writing; Student-Characteristics; Student-Placement
DE: *Academically-Gifted; *Two-Year-Colleges; *Writing-Instruction
AB: Describes an honors composition course for the two-year college, including the student selection process, rationale for the course, operational strategies, and course and instructor evaluations. (ARH)

AN: ED269101
AU: Bridges,-Jean-Bolen
TI: Honors Composition: A Possible Alternative in the Two-Year College.
PY: 1986
NT: 17 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Two-Year-Colleges; Writing-Composition; Writing-Processes; Writing-Research
DE: *Academically-Gifted; *Honors-Curriculum; *Writing-Improvement; *Writing-Instruction
AB: Since 1975, an honors course in freshman composition has been offered at Emanuel County Junior College (ECJC), a unit of the University System of Georgia, for academically superior students whose needs may not be met by the standard curriculum. The process of identifying honors students involves screening entering students to identify those who score significantly higher than the majority on the Basic Skills Examination in both reading and writing, who write a satisfactory essay, and who have high Scholastic Aptitude Test scores. Interviews are conducted with the identified students to determine whether the honors course is appropriate for them. The central objective of the course is to develop students' ability to write coherently and logically through practice in four modes of discourse

in autobiographical and biographical papers. Drawing from James Moffett's "Teaching the Universe of Discourse," the course includes units in autobiography and journal writing; biography and exposition; and argumentation. The texts for this course, two autobiographies and three biographies, were chosen to illustrate the different modes of discourse, as well as to be interesting, informative, and stimulating readings. To measure the growth of writing skills which occurs during this course, three instructors holistically grade the first and last essays written in the class using a dichotomous scale. Measured gains in writing skills, along with positive student evaluations of the course and high retention rates, provide evidence of the success of the course in countering boredom and challenging the verbally superior student. (RO)

AN: EJ309831
AU: Carter,-John-Marshall
TI: Dear Brooke Shields...Love, Shakespeare: Creative Letter Writing for the Gifted and Talented.
PY: 1984
JN: Clearing-House; v58 n3 p118-21 Nov 1984
AV: UMI
DE: Creative-Expression; Holistic-Approach; Secondary-Education; Writing-Exercises
DE: *Academically-Gifted; *Content-Area-Writing; *Creative-Writing; *Letters-Correspondence; *Role-Playing; *Teaching-Methods
AB: Describes a creative leter writing activity that involved eighth and tenth graders assuming characters from the modern age and Middle Ages. (HOD)

AN: EJ306839
AU: Caulfield,-Jane
TI: A Key to Creativity: Children Write for Children.
PY: 1984
JN: G/C/T; n34 p35-38 Sep-Oct 1984
AV: UMI
DE: Childrens-Literature; Elementary-Secondary-Education
DE: *Cross-Age-Teaching; *Gifted-; *Writing-Composition; *Writing-Instruction; *Writing-Skills
AB: A program in which very able older (14- to 15-year-olds) students write for younger ones (5- to 7-year-olds) features six-phase approach that includes composition of an idea, illustrations, the manufacturing process, optional animation, preview and publishing, and presentation of the final product. (CL)

AN: ED219922
AU: Chasteen,-Betty
TI: Creative Writing for Gifted Students.
PY: 1982
NT: 23 p.; Paper presented at the Spring Meeting of the Missouri

Association of Teachers of English (Marshall, MO, April 3, 1982). Print in the appended material is poor.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Expressive-Language; Primary-Education; Writing-Composition; Writing-Exercises
DE: *Class-Activities; *Creative-Writing; *Gifted-; *Learning-Activities
AB: The teacher of elementary level gifted students discusses successful creative writing activities. Among the reasons for students to learn writing early in the educational program are that written expression complements oral communication, heightens awareness of ordinary experiences, and helps students become more appreciative of language. Activities found to be successful with first graders include creating stories and sentences based on a frame sentence provided by the teacher and telling stories as a group activity and then writing down each child's contribution on a large chart paper. Other activities are creative drama, brainstorming, playing with words, investigating word meanings, and analyzing song lyrics. Guidelines for an activity titled "What Can You Do with a Shoe?" (which involves brainstorming) are included. (SW)

AN: EJ306834
AU: Cioffi,-Diane-Harper
TI: Writing is a Thinking Process: A Back to Basics Model for the Gifted.
PY: 1984
JN: G/C/T; n34 p13-14 Sep-Oct 1984
AV: UMI
DE: Elementary-Secondary-Education; Teaching-Methods
DE: *Gifted-; *Writing-Composition; *Writing-Instruction
AB: Attention should be focused on the importance of developing writing skills in gifted students. Four approaches to the thinking-writing process are briefly contrasted, and learning activities such as community problem solving, seminars, and community-based mentorships are considered. (CL)

AN: EJ376150
AU: Clark,-Francelia
TI: Writing as Learning and the Superior Student.
PY: 1983
JN: Journal-of-Advanced-Composition; v4 p147-60 1983
DE: Writing-Instruction; Writing-Processes
DE: *Academically-Gifted; *Revision-Written-Composition; *Writing-Across-the-Curriculum
AB: Describes a writing course which shapes sequence and response to do justice to the potentially superior student writer. Emphasizes balancing and integrating reading and writing assignments; encouraging revision as an opportunity to think; optional conferences; and peer evaluation. (RAE)

AN: EJ289927
AU: Coleman,-Dona-R.
TI: Effects of the Use of a Wriiting Scale by Gifted Primary Students.
PY: 1983
JN: Gifted-Child-Quarterly; v27 n3 p114-21 Sum 1983
AV: UMI
DE: Curriculum-; Primary-Education; Self-Evaluation-Individuals; Student-Attitudes; Writing-Evaluation
DE: *Creative-Writing; *Gifted-; *Writing-Skills
AB: The study assessed the effects of using a creative writing scale as an evaluative and instructional tool with 61 gifted primary grade students. Ss in the creative writing program showed significant differences over control Ss on the "Test of Written Lanugage, the "Sager Writing Scale," and the "Writing Attitude Survey." (DB)

AN: ED235637
AU: Cowden,-Joey
TI: A Controlled Single Subject Research Design Utilizing a Sensory Motor Intervention System.
PY: [1980]
NT: 26 p.; Document may not reproduce well.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Intervention-; Perceptual-Motor-Coordination; Stimulation-
DE: *Gifted-Disabled; *Handwriting-; *Perceptual-Handicaps; *Research-Methodology; *Sensory-Training; *Writing-Skills
AB: The study investigated and recorded changes in selected psychomotor skills of an 11-year old gifted male with severe motoric problems identified as dysgraphia. A pre-post test design using videotape evaluation recordings was employed to determine changes in psychomotor performance, and a rating scale was designed to establish baseline and determine performance changes after administration of a sensory motor intervention approach. The approach featured stimulation of vestibular, kinesthetic, tactile, and visual sensory modalities. Correlated tests were applied to factor grouped data as measured by a panel of six raters, indicating that the S improved significantly in body awareness and visual-motor control. The practical value of single-subject designs is emphasized. (Author/CL)

AN: EJ299694
AU: Eccles,-J.-D.
TI: Courses for Gifted Young Writers.
PY: 1983
JN: Gifted-Education-International; v2 n1 p49-51 1983
DE: Elementary-Secondary-Education; Program-Development
DE: *Creative-Writing; *Gifted-; *Talent-; *Workshops-
AB: A writing instructor describes the history and organization of writing workshops for gifted students. The courses feature close work between professional writers and students, the development of a

student anthology, and the establishment of creative writing awards. (CL)

AN: ED219939
TI: English Teachers' Journal (Israel), No. 26.
CS: Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.
PY: 1982
AV: English Inspectorate, Ministry of Education and Culture, P.O.B. 292, Jerusalem, Israel.
NT: 88 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Academically-Gifted; Applied-Linguistics; Cognitive-Processes; Educational-Television; Expository-Writing; Hebrew-; Learning-Centers-Classroom; Learning-Theories; Poetry-; Puppetry-; Slow-Learners; Writing-Composition
DE: *Class-Activities; *English-Second-Language; *Humanistic-Education; *Second-Language-Instruction; *Teaching-Methods; *Writing-Instruction
AB: The following articles on teaching English as a second language appear in this issue: (1) "Information for English Teachers" (on testing, literature, teaching reading skills, English in the weakest streams, and new publications); (2) "Relevant Issues in Contemporary Humanism--R.I.C.H.," by O. Zohar; (3) "Matriculation Research Papers in English," by D. Vardi; (4) "Teaching Poems," by D. Vogel; (5) "On Poems of Suffering by W. H. Auden and by G. Milosz," by Y. Allony-Fainberg; (6) "An Appraisal of Approaches to Learning and to Language Learning," by S. Been; (7) "Applied Linguistics at Lund," by N. Berkoff; (8) "Educational Centers in English," by G. Bekerman and I. Lapid; (9) "The Use of the Puppet-Theater in the English Lesson," by I. Tamir; (10) "Composition--Approaches and Evaluation (Part II)," by H. Stern; (11) "Teachers' Experiences in Teaching Gifted Children," by Dr. Zelicovici, M. Appelbaum, R. Lahav and V. Kardosh, and M. Unger; (12) "Can Thinking Habits Be Improved through the Teaching of English?" by E. Einhorn and G. Shoshani; and (13) "News from the Instructional Television Centre," by S. Been, D. Ben-Meir, and S. Kronfeld. Letters to the editor and synopses in Hebrew of the articles and features complete the issue. (AMH)

AN: EJ352440
AU: Farley,-Jack-W.; Farley,-Susan-L.
TI: Interactive Writing and Gifted Children: Communication through Literacy.
PY: 1987
JN: Journal-for-the-Education-of-the-Gifted; v10 n2 p99-106 Win 1987
AV: UMI
DE: Case-Studies; Young-Children
DE: *Gifted-; *Interaction-; *Writing-Composition
AB: The process of interactive writing through dialog journals is discussed and a comparison of behaviors frequently observed in gifted

individuals and characteristics of dialogue journal writing are offered. A case study of a gifted five-year-old communicating with her father is presented. (DB)

AN: EJ393175
AU: Flores,-Juan-M.
TI: Barrio Folklore as a Basis for English Composition.
PY: 1989
JN: Equity-and-Excellence; v24 n2 p72 Win 1989
AV: UMI
DE: Gifted-Disadvantaged; High-School-Students; Mexican-Americans; Migrant-Education; Multicultural-Education; Secondary-Education; Student-Experience
DE: *Bilingual-Education-Programs; *Folk-Culture; *Hispanic-American-Culture; *Writing-Composition; *Writing-Instruction
AB: Minority language students can be successfully taught to write through programs that validate the students' experiences and cultural heritage. Adopting an approach developed by Eliot Wiggington in the Foxfire project, a California educator teaches his Chicano students English composition by emphasizing the richness of family and community folklore and history. (AF)

AN: EJ387275
AU: Ganopole,-Selina-J.
TI: Reading and Writing for the Gifted: A Whole Language Perspective.
PY: 1988
JN: Roeper-Review; v11 n2 p88-92 Dec 1988
AV: UMI
DE: Elementary-Secondary-Education; Language-Experience-Approach; Writing-Composition
DE: *Gifted-; *Reading-Instruction; *Teaching-Methods; *Writing-Across-the-Curriculum; *Writing-Instruction
AB: Reading and writing instruction for gifted students should address their actual use in meaningful contexts. Reading instruction should emphasize use of authentic materials, modified use of basals, divergent student responses, etc. Writing instruction should emphasize writing as a tool for learning, function before form, and opportunities for sharing student writing. (JDD)

AN: EJ329727
AU: Ganschow,-Lenore
TI: Diagnosing and Remediating Writing Problems of Gifted Students with Language Learning Disabilities.
PY: 1985
JN: Journal-for-the-Education-of-the-Gifted; v9 n1 p25-43 Fall 1985
DE: Case-Studies; Elementary-Secondary-Education; Language-Handicaps; Teaching-Methods
DE: *Gifted-; *Informal-Assessment; *Learning-Disabilities; *Writing-Composition

AB: Case studies of a third grader, sixth grader, and college student demonstrate differences in literacy problems among the gifted/learning disabled. An informal tool to diagnose writing problems is demonstrated. An instructional approach which considers developmental, remedial, and adaptive student needs is examined along with three sample instructional objectives. (Author/CL)

AN: EJ285243
AU: Gilmar,-Sybil-T.; Brown,-Doris
TI: The Final Word on the Bright Adolescent or What to Do with Graffiti.
PY: 1983
JN: English-Journal; v72 n5 p42-46 Sep 1983
AV: Reprint: UMI
DE: English-Curriculum; Secondary-Education
DE: *Academically-Gifted; *Creative-Writing; *Expressive-Language; *Student-Attitudes; *Student-Characteristics; *Student-Teacher-Relationship
AB: Suggests what blackboard graffiti reveals about bright students. (MM)

AN: EJ388499
AU: Herrmann,-Andrea-W.
TI: Computers and Writing in Gifted Education (ERIC/RCS).
PY: 1989
JN: Journal-of-Reading; v32 n7 p652-54 Apr 1989
AV: UMI
NT: Special Issue: New Technologies and Reading.
DE: Abstract-Reasoning; Creative-Thinking; Critical-Thinking; Elementary-Secondary-Education; Problem-Solving; Word-Processing; Writing-Instruction
DE: *Academically-Gifted; *Computers-; *Reading-Writing-Relationship
AB: Reports that there are few documents in the ERIC database concerning using computers as writing tools for gifted students and that the thrust of computer education for the gifted is toward developing abstract thinking only. Argues that more research is needed on classrooms for the gifted writer. (RS)

AN: ED280032
AU: Herrmann,-Andrea-W.
TI: Teaching Teachers to Use Computers for Writing across the Curriculum.
PY: 1987
NT: 15 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academically-Gifted; Graduate-Study; Higher-Education; Masters-Programs; Secondary-School-Teachers

DE: *Computer-Assisted-Instruction; *Content-Area-Writing; *Word-Processing; *Writing-Instruction
AB: Thirteen classroom teachers took a graduate course, "Writing with Computers: Teaching the Academically Able," during an intensive 3-week session. The teachers were all seeking certification and/or masters degrees in gifted education. Only seven of them had used computers in their classrooms and most of the seven stressed that they did not use them for teaching. Furthermore, most lacked confidence both as writers and as teachers of writing. They maintained daily writing process logs, and after only a few days, most were comfortable with the word processing program. Each teacher completed an individual project, and many planned ways to use word processing and computers in other aspects of their professional lives. Six months later, eleven of the teachers responded to a follow-up questionnaire, which indicated that eight were teaching writing more than they had before the course, many were using an expanded repertoire of writing activities, and a few were even conducting computer-use workshops for their colleagues. Most of the teachers had incorporated word processing into their own writing with half of them using it to teach writing, although lack of software and hardware, funding, and computer-to-student ratios were identified as common problems. (AEW)

AN: ED289169
AU: Herrmann,-Andrea-W.
TI: The Paradoxes of Stylistic Dissonance: Case Study of a Gifted/Basic Writer.
PY: 1987
NT: 19 p.; Paper presented at the Meeting of the Penn State Conference on Rhetoric and Composition (University Park, PA, July 7-10, 1987).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academically-Gifted; Case-Studies; Creative-Writing; Grade-6; Higher-Education; Intermediate-Grades; Metacognition-; Revision-Written-Composition; Writing-Difficulties; Writing-Improvement; Writing-Research
DE: *Freshman-Composition; *Gifted-Disadvantaged; *Literary-Styles; *Writing-Evaluation; *Writing-Skills
AB: Gifted students' writing may exhibit stylistic dissonance--a mixture of basic writing features may coexist with features indicative of much higher levels of rhetorical control. A case study of an 11-year-old sixth grade student who attended a freshman composition course at an Arkansas university illustrates this dissonance. The poems and short stories he wrote in sixth grade and during a summer course exhibited many mature features, such as metacognition and revision skills. He was also an excellent peer tutor. His abilities allowed him to take the freshman composition course in which academic writing would be required, even though his elementary school teachers and principal thought he would not succeed because he spoke with a rural accent and came from a low-income family. He was classified as a basic writer in the college setting, because he was unprepared for the types of writing tasks he would encounter. An essay that he wrote revealed many surface errors such as spelling errors, dialect

interference, and punctuation problems. Other basic writer's problems he exhibited included egocentrism (or writer based prose) and problems with focus. Yet, his abilities to revise, organize, and add detail to the text attested to his skills as well. It is important for teachers to learn to recognize the gifted child writer, even when surface problems mask their abilities. (The final draft of the essay written by the student and a bibliography are appended.) (SKC)

AN: EJ299707
AU: Hoomes,-Eleanor-W.
TI: Future Problem Solving: Preparing Students for Today and Tomorrow.
PY: 1984
JN: G/C/T; n32 p15-16,18 Mar-Apr 1984
AV: UMI
DE: Elementary-Secondary-Education; Futures-of-Society; Program-Design
DE: *Creative-Writing; *Gifted-; *Instruction-; *Problem-Solving
AB: The Future Problem Solving Program, designed by E. Paul and Pansy Torrance, is now developing problem-solving skills of 100,000 gifted children in grades 4-12 throughout the United States. The program design, six-step approach to problem solving, scenario writing, and evaluation are briefly explained. (MC)

AN: ED278991
AU: Karolides,-Nicholas-J., Ed.
TI: Writing Anxiety.
CS: Wisconsin Council of Teachers of English.
PY: 1982
JN: Wisconsin-English-Journal; v24 n3 Apr 1982
NT: 36 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Attitude-Change; Basic-Skills; Book-Reviews;
Elementary-Secondary-Education; Gifted-; Higher-Education;
Student-Attitudes; Teaching-Methods; Writing-Evaluation
DE: *Writing-Apprehension; *Writing-Instruction; *Writing-Skills
AB: The articles in this journal issue examine the characteristics of student writing apprehension, and teaching methods to alleviate it. The titles of the articles and their authors are as follows: (1) "Writing Anxiety: Reasons and Reduction Techniques" (Helen R. Heaton and Pauline M. Pray); (2) "Writing Anxiety and the Gifted Student Writer" (De Gutschow); (3) "Are Basic Writers Afraid to Write?" (Donna Gorrell); (4) "Encouraging Junior High Writers" (Monica L. Josten); (5) "Making a Writing Class a Community" (Robert C. Rosen); and (6) "Readers' Perceptions of Advanced College Writing and Adult College Graduate Writing" (Susan P. Miller and Charles F. Meyer). Reviews of selected books for children, adolescents, and teachers are included. (HTH)

AN: ED235502
AU: Kean,-John-M.

TI: The Teaching of Writing in Our Schools. Fastback 193.
CS: Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PY: 1983
AV: Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts).
NT: 42 p.; This Fastback is sponsored by the University of Wisconsin-Madison Chapter of Phi Delta Kappa.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Academically-Gifted; Academic-Standards; Elementary-Secondary-Education; Grammar-; Higher-Education; Models-; Program-Improvement; Student-Motivation; Teacher-Effectiveness; Teacher-Role; Teaching-Methods; Writing-Composition; Writing-Evaluation; Writing-Improvement
DE: *Content-Area-Writing; *Writing-Instruction; *Writing-Processes
AB: Intended for all teachers involved in writing instruction, this booklet serves as an inservice guide, focuses on writing as crafting and authoring, and examines components of instruction in writing as a process. The booklet discusses the following topics: (1) the public face of writing in schools, (2) the writing process, (3) the use of models for writing, (4) the writing environment, (5) the role of grammar and mechanics, (6) writing evaluation, (7) writing and special learners, (8) writing across the curriculum, (9) standards for writing programs, and (10) national and local efforts to improve writing programs. (HTH)

AN: EJ291255
AU: Kuechle,-Nancy
TI: Reading, Writing and Programming.
PY: 1983
JN: Computers,-Reading-and-Language-Arts; v1 n2 p7-10 Fall 1983
NT: Available from: Modern Learning Publishers, Inc., 6517 Ligget, Oakland, CA 94611
DE: Computers-; Educational-Cooperation; Grade-5; Intermediate-Grades; Remedial-Reading; Student-Motivation
DE: *Academically-Gifted; *Educational-Games; *Programing-; *Reading-Materials; *Student-Developed-Materials; *Writing-Skills
AB: Describes how gifted fifth-grade students wrote simulation game programs on a TRS-80 Model I computer for a remedial reading class. (AEA)

AN: EJ278102
AU: List,-Karen-L.
TI: Writing: The Journey and the Dance.
PY: 1983
JN: G/C/T; n26 p26-31 Jan-Feb 1983
AV: Reprint: UMI
DE: Elementary-Education; Enrichment-; Summer-Programs
DE: *Creative-Writing; *Gifted-; *Writing-Composition
AB: Nine to 14-year-old writers who participated in the Young People's Institute, a summer program for gifted and talented students, worked

on tasks based on the Enrichment Triad Model. Examples of the work from their anthology are presented. (CL)

AN: ED274973
AU: Martin,-Anne
TI: The Words in My Pencil: Considering Children's Writing.
CS: North Dakota Study Group on Evaluation, Grand Forks.
PY: 1981
NT: 98 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Academically-Gifted; Classroom-Environment; Grade-4; Intermediate-Grades; Motivation-Techniques; Teacher-Student-Relationship; Writing-Evaluation
DE: *Classroom-Techniques; *Teacher-Effectiveness; *Teaching-Methods; *Writing-Exercises; *Writing-Instruction
AB: Methods of eliciting writing from children are explored in this monograph, which includes samples of nine- and ten-year-old students' writing. The monograph offers four recommendations for improving writing skills: make writing a daily activity; take children's writing seriously; maintain flexible standards of form and language; and identify group themes. Emphasis for teachers is two-fold: allow children to find their voices, and study their work for what it reveals about them as individuals and about their learning processes. Classroom atmosphere, confidence-building, and teacher flexibility are explored in "The Children, the Classroom, and Getting Started." "What Do Children Write?" looks at the emergence of themes, styles, and forms from a particular group of children, and treats the pleasures of form and the expression of the pictures in their minds. "Andre" is devoted to the gifted and motivated child, while "Developing as Writers: Andre and Ruthie" traces writing trends, continuities, perplexing themes, and the perspective of time. The use of memories, everyday chronicles, and speculations about the future are explored in "Past, Present and Future." Finally, suggestions on being patient, approaches to correction, the purpose of exercises, and the importance of the power of words are examined in "How Do You Teach Writing?" (JK)

AN: EJ293255
AU: Master,-Doris-Leff
TI: Writing and the Gifted Child.
PY: 1983
JN: Gifted-Child-Quarterly; v27 n4 p162-68 Fall 1983
AV: UMI
DE: Teaching-Methods
DE: *Gifted-; *Poetry-; *Vocabulary-Development; *Writing-Composition
AB: The article describes a developmental program designed to improve the writing skills of gifted children. Writing activities in poetry, vocabulary, fiction, and research skills emphasize exposure, analysis, and opportunities for expression. Content adjustments as well as higher level cognitive processes and social and affective consequences

are noted. (CL)

AN: ED225147
AU: Matthews,-Dorothy, Ed.
TI: Producing Award-Winning Student Writers: Tips from Successful Teachers.
CS: Illinois Association of Teachers of English, Urbana.
PY: 1982
JN: Illinois-English-Bulletin; v70 n1 Fall 1982
NT: 83 p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: High-Schools; Instructional-Improvement; Student-Teacher-Relationship; Teacher-Attitudes
DE: *Academically-Gifted; *Creative-Teaching; *Teacher-Effectiveness; *Teaching-Methods; *Writing-Exercises; *Writing-Instruction
AB: This special journal issue consists of 14 articles by outstanding teachers explaining what they do to get their students to write effective stories and essays. The issue's introduction discusses a study of similarities in techniques among successful writing teachers. The second section, "Writing Approaches, Ideas and Assignments," contains six articles covering such subjects as writing workshops, warmup exercises for writing short stories, and a process for teaching detail. The four articles in the third section, "Classroom Environment and Teacher Philosophy: An Overview," report on the beliefs and specific practices of successful writing teachers and programs. The final section, "Learning from Students," contains three articles that reveal how teachers have improved their teaching and their knowledge simply by appreciating the wisdom of their pupils. (JL)

AN: EJ348949
AU: McCann,-Maria
TI: Gifted Children: Enriching their Literacy Skills.
PY: 1986
JN: Australian-Journal-of-Reading; v9 n4 p251-57 Nov 1986
DE: Acceleration-Education; Creative-Activities; Critical-Thinking; Enrichment-Activities; Imagery-; Independent-Study; Learning-Strategies; Reading-Processes; Reading-Programs; Special-Classes; Talent-; Writing-Processes
DE: *Academically-Gifted; *Gifted-; *Reading-Instruction; *Special-Programs; *Writing-Instruction
AB: Discusses how hard it is to define the gifted child and the difficulty of enriching and extending gifted children in the areas of reading and writing. Recommends starting the gifted sooner or accelerating them more quickly through a program, among other strategies. (NKA)

AN: EJ368913
AU: Mosenthal,-Peter-B.

TI: Three Approaches to Progress: Understanding the Writing of Exceptional Children.
PY: 1988
JN: Exceptional-Children; v54 n6 p497-504 Apr 1988
AV: UMI
NT: Special Issue: Research and Instruction in Written Language.
DE: Elementary-Secondary-Education; Exceptional-Persons; Methods-Research; Writing-Composition; Written-Language
DE: *Disabilities-; *Evaluation-Methods; *Gifted-; *Research-Problems; *Writing-Evaluation; *Writing-Research
AB: The definition of progress as applied to writing research and practice is examined, and three different approaches to understanding the writing of exceptional children are considered: a literal approach, an interpretive approach, and an evaluative approach. The scientific and social implications of each of the approaches are considered. (Author/JDD)

AN: ED262426
AU: Myers,-Jo; Hughes,-Bob
TI: A Literature Based Language Arts Program for Secondary Gifted Students.
PY: 1985
NT: 28 p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Seattle, WA, April 25-27, 1985).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Creative-Teaching; Gifted-; Language-Arts; Oral-Language; Secondary-Education; Student-Research
DE: *Academically-Gifted; *Creative-Writing; *English-Instruction; *Literature-Appreciation
AB: The purpose of this paper is to provide a philosophy of education for the gifted and place that philosophy within the framework of practical education. The paper sketches the philosophy--language arts must be taught in a way that emphasizes the wholeness of the language experience--and discusses two key points: (1) If language arts consist of various modes and strands that students are to develop into usable information, then the strands cannot be taught in isolation. (2) Language at either the initial or the advanced level must be acquired by students' active intervention with it. The paper then describes a wide variety of class activities involving students in comprehensive language experiences in which they read, write, research, study structures, and experiment with oral language. The paper's following section contains a list of component strands and activities, an illustration of an expandable model, and three planning sheets--for establishing goals, objectives, and strategies in composition, oral skills, and research--on: (1) research into the Elizabethan period/role playing, (2) Shakespeare and his times, and (3) Romeo and Juliet. Included with each of the three lessons are questions designed to develop activities and stimulate several levels of thinking: memory, comprehension, analysis, application, synthesis, and evaluation. (EL)

AN: EJ323853
AU: Neubert,-Gloria-A.
TI: A Summer Insititute for Aspiring Writers--Implications for Enrichment Programs.
PY: 1985
JN: G/C/T; n40 p10-11 Sep-Oct 1985
AV: UMI
DE: High-Schools; Middle-Schools; Summer-Programs
DE: *Gifted-; *Institutes-Training-Programs; *Writing-Composition
AB: A three-week writing institute for middle and high school aspiring writers was judged positively by participants and parents. The institute featured parent involvement and included plans for continuation. (CL)

AN: ED303939
AU: Ports,-Kim; Mills,-Carol-J.
TI: Curriculum Guide: The Basics of Writing.
CS: Johns Hopkins Univ., Baltimore, MD. Center for the Advancement of Academically Talented Youth.
PY: 1988
AV: Johns Hopkins University, Advising and Advocacy Services, Charles and 34th St., Baltimore, MD 21218.
NT: 88 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Cognitive-Processes; Creative-Writing; Descriptive-Writing; Elementary-Education; Expository-Writing; Narration-; Teaching-Methods; Writing-Exercises
DE: *Curriculum-Design; *Gifted-; *Skill-Development; *Writing-Composition; *Writing-Instruction
AB: This curriculum guide is designed to aid in the planning and execution of a writing course for verbally gifted elementary school students. The course is designed for students ranging in age from 8-11 years whose verbal reasoning skills are at least 3 years above grade level. The course instructs students in the fundamentals of communication through descriptive, narrative, and expository writing. The emphasis is on thinking and writing as an interrelated process which involves both skill and conceptual development. Students practice standard grammar, mechanical skills, and sentence, paragraph, and essay structure and development. Students are also challenged to expand their ability to think creatively and logically, and to begin to develop their own original voice and style. Classtime is comprised of discussions of student and professional essays, skill exercises, short creative writing assignments, and thinking games. Students write personal, nonfiction compositions and prepare for classwork at home. Writing workshops are designed to develop students' critical reading and writing skills, by having the class actively discuss and critique student essays. The curriculum guide contains an annotated bibliography of recommended texts, a sample reading list, sample assignments, sample exercises, and samples of student writing

projects. (JDD)

AN: EJ299706
AU: Presbury,-Jack-H.; And-Others
TI: Those Worried, Hopeful, Gifted Children of the World.
PY: 1984
JN: G/C/T; [illegible] p9-13 Mar-Apr 1984
AV: UMI
DE: Elemen[illegible]ary-Secondary-Education; Fear-; Prediction-
DE: *Creat[illegible]ve-Writing; *Futures-of-Society; *Gifted-;
*Internati[illegible]al-Programs
AB: A review of 5000 scenarios from gifted children in grades 4-12, in 16 countries, who participated in the International Scenerio Writing Project, reveals the children's hopes, dreams, and fears and offers approximately 14 exerpts containing the children's predictions of the future. (MC)

AN: EJ335939
AU: Renna,-Alphonso
TI: Expressing Feelings: A Creative Writing Approach.
PY: 1986
JN: G/C/T; v9 n3 p38-39 May-Jun 1986
AV: UMI
DE: Elementary-Secondary-Education; Talent-
DE: *Creative-Expression; *Creative-Writing; *Gifted-;
*Program-Development
AB: Suggestions are offered for beginning a creative writing program for gifted students as well as for evaluating students' attempts. Benefits are noted in terms of affective and cognitive growth. (CL)

AN: EJ318323
AU: Salend,-Suzanne
TI: A Multidimensional Approach to Remediating Sinistral Handwriting Deficits in a Gifted Student.
PY: 1984
JN: Pointer; v29 n1 p23-28 Fall 1984
AV: UMI
DE: Case-Studies; Primary-Education; Prompting-; Teaching-Methods
DE: *Gifted-; *Handwriting-; *Left-Handed-Writer; *Writing-Instruction
AB: Direct instruction and practice, visual prompts, self-instruction procedures, evaluative reinforcement, and charting were used to remediate the handwriting deficiencies of a gifted, left-handed first grader. (CL)

AN: ED283169
AU: Shaughnessy,-Michael-F.; Gerkey,-Stephen
TI: The Gifted and Writing.
PY: 1986

NT: 15 p.; Paper presented at the Annual Meeting of the New Mexico State Conference of the International Reading Association (Santa Fe, NM, November 7-8, 1986).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Communication; Classroom-Environment; Creative-Development; Elementary-Secondary-Education; Teaching-Methods
DE: *Academically-Gifted; *Diaries-; *Writing-Improvement; *Writing-Instruction; *Writing-Processes
AB: Even for gifted students, the writing process resulting in an effective composition is a complex one, often overlooked in gifted education. The process begins with expressive writing, wherein the writer explores ideas and tries to find a focus. Subsets in the writing process include inventing, gathering outside materials, drafting, and revising and editing. Assigning student journals not only gets students started on an expressive writing project, it can achieve a number of other educational objectives: (1) starting classroom discussions, (2) focusing attention on salient points, (3) summarizing germane materials, (4) reorienting classes, (5) evoking responses to films and readings, (6) generating paper topics, (7) creating a personal dialogue with students, (8) encouraging students to air frustrations, and (9) helping students relax and enjoy writing. In addition to all the creative possibilities, journals make the teacher's job easier because they need be read only every two weeks or so and seldom require more than five or ten minutes to assess. Staggering students' due dates lessens the work load even more. Teaching students to write should be viewed as a longitudinal developmental process that occurs most effectively when it is developed across the curriculum, and involves all teachers from kindergarten through grade 12. (Nine references are included.) (AEW)

AN: EJ393656
AU: Starko,-Alane-J.
TI: Problem Finding in Creative Writing: An Exploratory Study.
PY: 1989
JN: Journal-for-the-Education-of-the-Gifted; v12 n3 p172-86 Spr 1989
AV: UMI
DE: Classroom-Techniques; Decision-Making; High-School-Students; Secondary-Education
DE: *Authors-; *Creative-Writing; *Gifted-; *Sex-Differences; *Writing-Exercises
AB: A study investigated the techniques used to generate and select topics for creative writing by professional writers, high school students with a specific interest in writing, high school students in above-average English classes, and students in average English classes. Sex differences are also examined. (MSE)

AN: EJ371927
AU: Stewig,-John-Warren
TI: Gifted Children Write from Literature.
PY: 1987

JN: Journal-of-Teaching-Writing; v6 n2 p211-20 Fall-Win 1987
DE: Intermediate-Grades; Literature-; Writing-Instruction; Writing-Processes; Writing-Research
DE: *Academically-Gifted; *Writing-Exercises
AB: Presents specific implications of writing research for teachers who work with gifted youngsters in elementary school writing. Supports the use of derived plot patterns and point of view as two types of literature-based writing assignments that work especially well with gifted students. (MS)

AN: EJ281117
AU: Stoddard,-Elizabeth-Pelton; Renzulli,-Joseph-S.
TI: Improving the Writing Skills of Talent Poor Students.
PY: 1983
JN: Gifted-Child-Quarterly; v27 n1 p21-27 Win 1983
AV: Reprint: UMI
DE: Creative-Thinking; Intermediate-Grades; Talent-
DE: *Gifted-; *Teaching-Methods; *Writing-Composition
AB: Sentence combining by itself or teamed with creative thinking activities resulted in higher holistic ratings of writing samples for gifted fifth- and sixth-graders. Results further revealed that the writing quality was significantly higher for sessions within the classroom than for "pull-out" sessions. Four specific educational implications were drawn. (CL)

AN: ED228815
AU: Stoeri,-David
TI: Enriched Upper Elementary Language Arts Unit: Personal Writing, Grades 5-6. Bulletin No. 346-C.
CS: Beloit Public Schools, Wisc.
PY: 1982
NT: 56 p.; For related documents, see EC 151 671-674.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Creative-Expression; Enrichment-; Intermediate-Grades; Language-Arts; Learning-Activities; Letters-Correspondence; News-Writing; Periodicals-; Talent-; Writing-Exercises; Writing-Skills
DE: *Expository-Writing; *Gifted-; *Literary-Styles; *Writing-Composition
AB: The guide provides enrichment suggestions for teaching personal writing skills to gifted and talented intermediate students. The unit is organized according to objectives, entry skills, teacher's approaches, student activities, resources, and followup/evaluation. Topics covered include the following: formal and informal diction; sentences to expand one's feelings; letters of complaint; different styles (editorial, lyrical, poetic, dramatic); subjunctive vs. objective statements; dress; food; public word vs. private thought; expansion from a proverb or quotation; doodling; opening lines; dialogues between opposite parts of personality; journalism; and journal writing. (CL)

AN: ED228814
AU: Stoeri,-David
TI: Enriched Upper Elementary Language Arts Unit: Poetry, Grades 5-6. Bulletin No. 346-B.
CS: Beloit Public Schools, Wisc.
PY: 1982
NT: 65 p.; For related documents, see EC 151 671-674.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Enrichment-; Intermediate-Grades; Language-Arts; Learning-Activities; Talent-
DE: *Creative-Writing; *Gifted-; *Poetry-; *Writing-Composition
AB: The guide presents suggestions for enrichment activities emphasizing poetry for gifted and talented intermediate students. Information is arranged according to objectives, entry skills, teacher's approaches, student activities, and resources. The following poetry-related topics are addressed: poetic license; metaphors; poetry charades; "stream-of-consciousness" typography; listen/list (responding to "trigger words" with poetry); onomatopoeia; relationship of poetry, music, and art; reasons for liking or disliking poetry; introduction to writing free verse; theme; use of words from various sources to create a "found poem" metaphor/simile; rhythm; and use of senses. (CL)

AN: ED238012
TI: Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1983
NT: 14 p.; Pages may be marginally legible.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academically-Gifted; Annotated-Bibliographies; Classroom-Communication; Cognitive-Processes; Content-Area-Writing; Creative-Writing; Educational-Trends; Elementary-Secondary-Education; Higher-Education; Prewriting-; Revision-Written-Composition; Sentence-Combining; Teaching-Methods; Textbook-Evaluation; Two-Year-Colleges
DE: *Doctoral-Dissertations; *Technical-Writing; *Writing-Composition; *Writing-Instruction; *Writing-Processes; *Writing-Research
AB: This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics including the following: (1) the effects of a heuristic prewriting model on eleventh-grade students; (2) a writing-across-the-curriculum program at a small liberal arts university; (3) a two-year college course in technical/occupational writing; (4) characteristics of students' classroom talk surrounding the assignment, production, and evaluation of a writing task; (5) instructional writing suggestions in elementary school language arts textbooks; (6) exploration of cognitive styles among skilled and

unskilled writers in a technical writing class; (7) an approach to teaching writing process for basic writing students in community colleges; (8) the influence of peer conference groups and teacher written comments on revision; (9) two approaches to freshman composition in the two year college; (10) anthologies of prose models and composition instruction; (11) the storywriting program; (12) linking writing instruction to subject area learning; (13) a strategy for student detection and correction of specific nonstandard writing errors; (14) the collaborative writing conference; (15) the effects of pupil-teacher planning on student writing attitudes; and (16) the effects of probing on children's imaginative written and oral exposition. (HTH)

AN: EJ342415
AU: Weiner,-Wendy-F.
TI: When the Process of Writing Becomes a Tool for Learning.
PY: 1986
JN: English-Journal; v75 n7 p73-75 Nov 1986
AV: UMI
DE: Secondary-Education
DE: *Academically-Gifted; *Content-Area-Writing; *Learning-Activities; *Learning-Strategies; *Writing-Instruction
AB: Reviews how a sophomore class of gifted students selected a subject for their learning logs; tells how to write a learning log; offers ideas on evaluating learning logs; presents student reflections on the use of learning logs. (JK)

AN: ED230987
TI: Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1983 (Vol. 43 Nos. 7 through 12).
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1983
NT: 10 p.; Pages may be marginally legible.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academically-Gifted; Annotated-Bibliographies; Cognitive-Processes; Content-Area-Writing; Creativity-; Elementary-Secondary-Education; Higher-Education; Learning-Disabilities; Linguistics-; Technical-Writing; Writing-Processes; Writing-Readiness
DE: *Doctoral-Dissertations; *Syntax-; *Writing-Instruction; *Writing-Research; *Writing-Skills; *Written-Language
AB: This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) reasoning strategies used by gifted and average fifth grade children in written discourse; (2) the effect of mode of discourse on the syntactic complexity of the written expression of learning disabled students at three grade levels; (3) metainstructional, extralinguistic awareness,

and the development of writing skills in college-level basic writers; (4) indicators of quality in natural language composition; (5) students' perceptions of composing as reflected through Kelly repertory grids; (6) the effects of an assigned rhetorical context on the syntax and holistic quality of the writing of first-year college students; (7) the relationship of television viewing, reading, and the home environment to children's creativity, creative writing, and writing ability; (8) autobiographical writing in adolescents; and (9) relationships between selected dimensions of writing and drawing in first grade children's compositions. (FL)

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